The Use of Interactive Techniques in Teaching the Russian Language

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ABSTRACT

The article deals with the use of the potential of interactive forms and methods in teaching the Russian language. The active use of interactive information technologies makes it possible to move from traditional forms of organizing training to a new integrated educational environment.

KEYWORDS: *interactive methods, Russian, student, lesson, innovation, competence.*

Among the "world" languages, the role of the Russian language as a means of international communication is exceptionally great. The Russian language is rightfully considered the world language, which is due to the whole course of socio-political, economic, scientific, technical and cultural development of mankind in the XX-XXI centuries. The role of the Russian language as an international language is also great for the exchange of scientific information. This is primarily due to the "international" nature of modern science and the unprecedented pace of its development. Currently, it is important that every student speaks Russian fluently. In this regard, it is important to use new methods of teaching the Russian language. The article outlines the methodology of teaching the Russian language in the world experience.

Interactive learning is a modern method of teaching, which consists of the interaction of all participants in the educational process: teachers and students. Today, this method of teaching is widely used everywhere: in schools, universities, courses and trainings. Because this technique is incredibly effective not only from the point of view of gaining knowledge, but also from the point of view of forming personal skills, developing the character of the student. Interactive teaching methods can be used for almost all types of training: at face-to-face meetings in groups, on the Internet, by phone. Excellent results can be obtained if you study Russian interactively.

In particular, interactive methods of teaching Russian are much more effective than standard classical lessons. During an interactive lesson, the teacher and students are on an equal footing, on the same level. In such lessons, the teacher does not teach the material, but becomes an active participant in the discussion, directs it in the right direction. Any interactive classes are useful for a person, as they teach him to express his opinion and defend his point of view. Also in the interactive lesson there is an opportunity to gain new knowledge gained by students, but due to the fact that the material is often taught by the teacher, they cannot convey information to the audience.

The methodology of teaching interactive languages teaches students not only to exchange information, but also to acquire practical communication skills in the target language, to form their own opinion, to respond quickly to the words of the interlocutor. In such lessons, the teacher is no longer just a presenter, but an assistant who will quickly prompt the right word and correct the error. Interactive methods of teaching the Russian language significantly accelerate the process of learning the language.

Interactive educational technologies. There are several teaching models in pedagogy:

1) Passive-learner learning object (listens and watches).
2) Active - the student acts as a "subject" of learning (independent work, creative tasks)
3) Interactive - inter (interaction), Action (action). The educational process takes place in conditions of constant, active interaction of all students. The student and the teacher are equal subjects of learning.

The use of an interactive learning model involves modeling life situations, the use of role-playing games, joint problem solving. Dominance or any idea of any participant in the educational process is excluded. Teaches a humane, democratic approach to the model. Interactive educational technologies are such an organization of the educational process in which it is impossible for a student to participate in a complementary, collective, based on the interaction of all participants in the educational process.

Interactive educational technologies:

1. Working in pairs.
2. Work in small groups.
3. Brainstorming.
4. Role-playing (business) game.
5. The press method.
6. Discussion.

There is a huge amount of interactive educational technologies. Each teacher can independently propose new forms of work with the class. When students learn to ask and answer questions to each other, pairs are often used in the classroom. After two hoops are formed, students will really enjoy such work as a carousel: internal and external. The inner loop is students who sit still, and the inner loop changes every 30 seconds. Thus, they manage to talk through several topics in a few minutes and try to convince the interlocutor of their correctness.

The technology of working in small groups is that several students perform the situation in a circle, and the rest observe and analyze.

The act of brainstorming involves moving around the group to gather information on the subject recommended for students.

Work in pairs-the group is divided into 3 or 4 groups with the same number of students. Each group discusses this issue and makes notes on its “tree” (a sheet of What man paper), then the groups switch places and add their ideas to the trees of their neighbors.

Such a form of interaction as “taking a position” is also often used.

The application is read out, and students must approach the poster with the words "Yes" or "no". It is desirable that they explain their position. Sometimes generalizing lessons use such a technique as a candle. A burning candle is passed around, and students talk about various aspects of learning.

The interactive creativity of the teacher and the student is limitless. To achieve the set educational goals, it is important to guide it skillfully.

Today, many major methodological innovations are associated with the use of interactive teaching methods. Interactive learning is primarily interactive learning in which the teacher and the student

interact.

The theoretical justification of the Russian language teaching system includes didactic and methodological principles.

Didactics implies the basic, initial provisions common to all subjects studied at the university - the Russian language and history, geography and literature, but the specifics of the subjects determine the specific ways of their implementation. Methodological principles include the principles inherent in a particular academic subject.

The modern stage of development of the methodology of teaching the Russian language is characterized by the so-called personality-oriented didactic approach. The approval of this approach is associated with changes in the life of our society over the past decade.

There is a process of transition from an industrial society to an informative, post-industrial one. This imposes new requirements on the qualities that are intended for modern students, for the development and formation of the university. Personal development, intellectual, moral, becomes a priority area of education and upbringing at the university.

Traditionally, teaching of the Russian language was aimed primarily at the acquisition of knowledge, skills and abilities by students. Today there is a different understanding of the purpose of the subject. In the post-industrial society of the XXI century, the development of the student's personality, capable of living and working, capable of creative self-realization, is of great importance.

Our actions and deeds are the essence of our teachers. The aspect of personal development occupies a leading place in the system of goal-setting of the discipline ”Russian language". Thus, learning goals along with traditional goals:

- education of a patriot of his homeland, respecting national values, values of civil society and world culture, related to language as a cultural phenomenon, a conscious means of communication;
- develop the ability to adapt flexibly in an ever-changing world, the ability to verbal interpersonal and intercultural interaction and mutual understanding;
- formation of skills to analyze facts, classify them, make the necessary generalizations, formulate reasonable conclusions; the ability to carry out information search, isolate and transform the necessary information, independently solve problems, think creatively.

Currently, the search for ways to update and restructure the education system continues. The personality-oriented approach is theoretically justified and approved at the university on the basis of the recognition of the student as the subject of the educational process, the development of the student's personality with his individual characteristics and capabilities. We noted above that one or another approach is implemented in all components of the training system. Let's consider how a personality-oriented approach is reflected in the content of the discipline "Russian language".

The state educational standard takes into account the interests, inclinations of students, their professional requirements and intentions regarding continuing education. This is the separation of two levels of the educational standard for secondary schools - basic, general education and profile, career guidance and the development of curricula at the university, the allocation of specialized training courses and, finally, optional classes-compulsory courses of students' choice. Thus, an individual student's learning trajectory is built.

Finally, we can talk about a personality-oriented presentation of such a content component as text. In modern textbooks of the Russian language, the authors, without abandoning the traditional texts of

classical literature, increasingly turn to children's literature, reflecting the spheres and forms of communication of the reader, his interests and requirements, problems.

Thus, a personality-oriented approach is already being implemented in the choice of the content of the Russian language subject. However, this approach is most clearly manifested at the level of teaching technology, the choice of teaching methods.

In fact, communicative teaching of the Russian language, which has already been established in universities, is personality-oriented. Its main features are the rejection of the authoritarian style of management of the educational process, the recognition of the student as an active subject of educational activity, the construction of educational situations, the organization of the educational process in conditions close to real communication.

To date, active research is underway to find new ways to create conditions for personal development. Among the various directions of new pedagogical technologies implementing a personality-oriented approach, there are joint learning, the project method, etc.

If a student correctly performs a particular speech operation, it means that he has formed the appropriate speech skill.The main content of language teaching is, first of all, the formation of a system of speech skills in the language being studied. The most important criteria by which the formation of skills is judged are highlighted: unconsciousness, complete automaticity, compliance with the norm of the language being studied, normal pace of performance, stability.

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